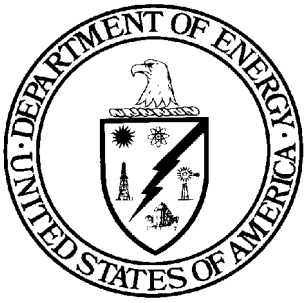
Department of Energy (DOE)

Technology-Supported Learning Business Case



April 1997

U. S. DEPARTMENT OF ENERGY

Assistant Secretary for Human Resources and Administration
Office of Training and Human Resource Development
and
Office of Information Management

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Disclaimer

Preface

This business case was produced with input from, and in consideration of, the entire DOE-wide complex, which includes Headquarters, Field Organizations, and Laboratories.

The information presented in this business case is based on data obtained during the summer of 1996. Therefore, the business case may not reflect the most current state of Departmental education and training activities and advanced training technologies. To maintain currency, yearly reviews and revisions to the business case are recommended.

The feasibility and effectiveness of a corporate approach to education and training was explored in this business case. The concept of a corporate approach implies a common service or support to one or more business line(s) across the Department.

The term "technology-supported learning" was selected to indicate the use of various types of technology to deliver education and training. Other terms such as distance education, distance learning, and technology-based learning are regarded as synonymous.

A 5-year lifecycle (fiscal years 1998 through 2002) was assumed for the initial Departmentwide implementation of technology-supported learning. Technology acquisitions for fiscal year 1997 (Year 0) are provided for informational purposes only; they are not included in the analysis of benefits and costs.

Questions and comments about this business case should be addressed to the Department of Energy, Assistant Secretary for Human Resources and Administration, Office of Training and Human Resource Development, or Office of Information Management, Washington, D.C. 20585.

Abstract

This business case was developed to determine the economic feasibility and effectiveness of delivering cross-cutting training and education courses electronically, using advanced training technologies. The status quo, a non-corporate approach to training (85 percent traditional classroom; 15 percent electronic delivery via advanced training technologies) was compared with a corporate approach to delivering cross-cutting training and education courses using various technological alternatives. Four alternatives were analyzed to determine benefits, costs, and return on investment data over a 5-year period. The analysis of benefits and costs corroborated the Department of Energy's Strategic Implementation Plan 44, which calls for a corporate approach to training. Analysis also resulted in several recommendations: (l) develop a corporate approach to technology-supported learning, (2) adopt a multi-technology solution for delivery of cross-cutting education and training, and (3) establish and cultivate needed resources.

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